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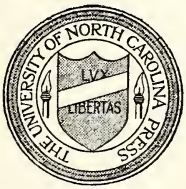

FOUR UNIVERSITY ADMINISTRATIONS

By
R. P. PELL, '81, H. H. HORNE, '95, B. B. LANE, '99,
and F. P. GRAHAM, '09

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INTRODUCTORY NOTE

At the recent commencement of the University, Dr. Franklin H. Giddings, Professor of Sociology in Columbia University and careful student of American universities, speaking in the vernacular of New England, said he was willing to risk his "gumption" on a prophecy to the effect that the University of North Carolina has it within its power to become, within the next generation, the leading educational institution in the United States as concerns intellectual and creative qualities.

The reasons on which Professor Giddings based his prophecy were: 1. Climatically and topographically North Carolina comprises a midway area in which the best of the North and South can meet and work unhindered by extremes of heat or cold. 2. Its population, untrammeled by binding traditions or too complex social conditions, is more typically American than that of any of its sisters, being free alike from excessive numbers of negroes or foreign elements which constitute a serious burden to the states of the lower South and North respectively. 3. A faculty of distinction is already on the ground and seemingly is allowed to devote itself to the making of a great institution by a board of trustees liberal in policy, indisposed to interfere in matters of internal administration, and effective in providing legislative support. 4. And finally, Chapel Hill is becoming and may become still more, a beautiful and delightful place to which folk of intellectual ideals will resort to find opportunity for creative work and expression.

The connection between this prophecy and the stirring story of the University's struggle upward as set forth in the addresses which follow, may not be an obvious one. Possibly there is no logical connection. Nevertheless there is something wonderfully inspiring in the leadership, through the long hard years, of Battle, Winston, Alderman, Venable, and Graham; there is ample cause for pride in the University's present achievement; and there is high hope that the prophecy for the future may be happily and completely fulfilled. At all events, there grows out of the story of the University's past and present the conviction that the prophecy may be fulfilled *provided* the entire

University, including trustees, faculty, students, and the eleven thousand alumni, works unitedly and intelligently to that end.

Accordingly, these notable addresses, delivered by Messrs. Pell, Horne, Lane, and Graham, on the occasion of the Out-of-State Alumni meeting on June 12, have been brought together and are given permanent form in this publication. It is a matter of regret that the address by Mr. Terry on the Graham administration was not made available in manuscript form owing to a serious automobile accident suffered by Mr. Terry immediately after the address was delivered.—L. R. WILSON, *Editor.*

THE ADMINISTRATION OF PRESIDENT BATTLE

By R. P. Pell, '81
President of Converse College, Spartanburg, S. C.

It almost staggers me to think of the difficulties that confronted President Battle when he undertook not merely to resuscitate the University, but actually to re-create it and to equip it to become a constructive force in the new era that was just beginning to dawn upon the young manhood of our State as the darkest period of reconstruction days began to wane. To describe in detail the bitter political partisianships, the intense ecclesiastical rivalries, the desperate poverty of the University itself would start again the ignoble animosities that his great heart deplored—animosities that happily disappeared before he passed away and that in a Christ-like spirit he had long ago forgiven. It is my purpose to make a mere reference to them so as to prepare us to do justice to his work and to appreciate the unflagging devotion and the practical wisdom that laid the foundations of the structure of our University today.

There were two ideas that ran throughout practically every measure that President Battle formed and executed during his term of office—ideas that undertoned his entire administration, and whether or not they were consciously formulated by him, those of us who had a personal insight into his ministrations can look back today and realize how consistently and persistently he clung to them.

The first was the conviction that whatever policies and plans might be adopted, the very life of the University must have its source in the goodwill of the masses. To entrench this institution in the affections of the ordinary man and woman of North Carolna was indespensable if it could hope to win and justify their support, contribute to their genuine well-being and become the inspirers of their best aspirations. This was not a mere coldly wrought-out scheme of a calculating brain proposing to use the people as tools to promote a selfish ambition or the interests of a certain social caste, but it was the unaffected expression of a genuine lover of humanity. He longed to build a University of the people, by the people and for the people.

Let us trace the steps by which he gradually effected his purpose.

First of all, soon after his inauguration it began to be whispered throughout the State that no North Carolina boy however poor would be denied the privileges of the University. If he would only write President Battle, state his case and prove his worth, in some way known only to the President himself the boy would soon find himself on this old campus glowingly welcomed by his benefactor. Some of us knew that such cases were frequently financed by the Deems fund, which itself had come to the University largely through the friendship of the donor for President Battle; but beyond this he found employment for many of these needy ones and thus started this self-support plan which has today reached such proportions. Naturally this alone awakened a friendly feeling for the University among a class who had thought that it was a rich man's institution and that they were forever barred from it.

But this was a small venture as compared with another one. We might claim that President Battle made an original contribution to the educational forces of our entire southland when he began the summer normal school, the first of its kind known in our section. Its uniqueness, however, consisted not so much in its program and actual work as in its adaptability to a larger purpose of the President. Now at last he had found an instrumentality that could be made the most fruitful in carrying the University right to the hearthstones of all the people For, if he could instill in the mind and heart of what was then called the common school teacher a love of the University, a pride in its past and a belief in its future, and a confidence in its democratic character and purpose, then the next generation of the children of the State, regardless of wealth or station, would acquire a deep devotion to it. Those of us who attended the early sessions of this summer normal school well remember how ardently the President sought the love and trust of "these old-field school teachers" as they were frequently termed. He studied and promoted to the smallest detail their social, professional and religious development, and this tender thoughtfulness, coupled with his simple-hearted attitude and kindly eye stamped him forever as their friend. He told them the traditions of the University;

he introduced them to its archives; he depicted to them the careers of its great alumni; he took them on tramps through its woodlands and joined with them in their gleeful talk and laughter around the well. The picture of President Battle in those days—you could almost discern from afar his happy smile as he left his door beyond the grove in the morning to spend his day among his teacher friends on the campus—this picture has never left me.

We read that when this summer normal school was first broached to Governor Vance, he explained, "Why! with such a project we can electrify the State from Cherokee to Currituck!" But better still, the project not only electrified but won the hearts of the people of the State so that in the subsequent years of struggle against open hostility, insincere criticism and dire poverty, when the very existence of the institution was at stake, this love of the people came to the rescue, guaranteed the continued support it needed and set it another mile-stone on its progress that we are beginning to measure today.

The other idea that President Batle kept to the front was that the University should be the real head of the public school system, not in the sense that it should dominate its activities and absorb all of its gains, but be a source of unfailing inspiration, guidance and helpfulness to it. He carried this conception to every part of North Carolina through his speeches and through the press, as well as by drilling it into the teachers during these summer normal schools. But the most effective agency in this propaganda was not his own personal efforts but the vision of it he imparted to a choice group of young men who were students in the University during the early part of his administration and who likewise attended these summer normal schools. If you ask me where Aycock obtained his profound convictions on popular education, where McIver began his thinking that resulted in his notable contributions to it, where Alderman's imagination was so kindled that he became its most eloquent exponent, and where Joyner's sympathetic appreciation of it was formed so that he became such a practical and efficient apostle of it—my answer is that they absorbed it here year by year because it was in the atmosphere, and that atmosphere was charged with it by President Battle.

Allow me to claim, therefore, that the first administration of the University, known as the Battle administration—that is, the first after this insitution was revived—struck the absolutely essential keynote, without which today it would be a time-serving and impotent institution instead of the independent and productive University that commands our just pride. All honor to President Battle for starting out the University as the servant of all because it was grounded in goodwill to all.

THE ADMINISTRATION OF PRESIDENT WINSTON

By Herman Harrell Horne, '95
Professor of History of Education and History of Philosophy, in New York University, New York City

The great man is he who drawing his inspiration from divinity lives notably for the cause of humanity. Born with abilities beyond the average of his fellows, the great man finds or makes opportunities for loving God by serving man, and utilizes these opportunities in a grand way. Tried by these tests George Taylor Winston was great.

There are three types of human greatness: the thinker, the lover, and the doer. Woodrow Wilson was a thinker,—a great constructive social thinker; Abraham Lincoln was a great lover; Theodore Roosevelt a great doer; Winston, he indeed of the big brain of a thinker and the great heart of a lover, was essentially the great doer. For this type of greatness Mother Nature had equipped him with laudable ambition and with indefatigable energy.

When Winston took the helm in 1891, after sixteen years as professor in the University, one could say of our Alma Mater what Daniel Webster said of his beloved Dartmouth (the college mother of President Chase): "She is a small college but there are those who love her." Under his administration began that uninterrupted growth toward the large (not without attendant dangers) which almost startles us by its magnitude today. If Battle, the good, is the conservator of our past, Winston, the brilliant executive, with heart true as steel, with intellect keen and flashing as a rapier, with a will energized by the secret forces of nature is the initiator of our progress. With him, despite five cent cotton and a financial panic, despite denominational opposition (now happily outgrown) and divided legislative sentiment, began the Era of Expansion. His was the revivifying touch.

In 1890-91 there were 198 students in the University. The obvious and immediate objective was to enlarge the student body. The number of free scholarships had been increased by gifts and otherwise to about sixty. The President set about getting more students with characteristic vigor. How he thrilled

us with his plan divulged to us from the old platform in Gerrard Hall when he said: "Gentlemen, the day is soon coming when we can show the legislature 500 North Carolina boys attending the University." Before the Civil War the numbers once reached 463.

Personally he sought out interviews with students in fitting schools (there were no public high schools in those days). He told mere lads on the train about the State University. He prepared and disseminated circulars. He visited schools. He delivered addresses, "highly eloquent and instructive," says Battle. He attended conventions of churches other than his own, and, when permitted, made conciliatory addresses. He showed himself the friend of the ambitious poor man. Democracy made its bow to the State from the University campus. When asked once at the State Fair, "Where is the University's exhibit?" waving his hand proudly towards the University students he said, "Behold, our men." To a father anxiously inquiring about his son's being able to attend the University, Winston did not write but telegraphed, "Send the boy along. Arrangements satisfactory." By '94-'95, he had 446 of his 500. The number of degrees conferred at the Commencement of 1892 was 16; 1893, 24; 1894, 30; 1895, 45; 1896, 43; 1897, 46; 1898, 40; 1899, this class having entered in the fall of 1895, the last year of Dr. Winston's administration, 59, an increase over his first commencement of over 400 per cent. Battle records, "The increase of the numbers was largely owing to his personal exertions."

President Winston had accepted and was fulfilling the charge given him at his inauguration by that fearless prophet of North Carolina progress, Walter Hines Page, who had said: "We charge you to remember that this is the people's institution. Renounce forever all servitude to ecclesiasticism and partyism and set out to be the ruling and the shaping force among the energies that stir the people and are making of the old fields a new earth, of our long slumbering land, a resounding workshop."

Winston's flaming torch unfortunately lit again the fires of denominational antagonism (we rejoice now to believe they are forever extinguished). A bill was drawn by the president

of one of the leading colleges of the State and introduced into the General Assembly of 1892-93, entitled: "A bill to unify the higher education in the State and to elevate the University to the apex of all education in the State." In effect, it was a bill to dismember the University, one class at a time, beginning with the freshmen, till only a graduate school should remain. At that time there were only five post-graduate students at the University. President Winston, like a knight doing battle for lofty idealism, prepared him for the fray. His arguments shine like bright lances still. Shall the State support the University? He answered, "The Constitution demands it. The University is a state institution and state property. The University is the best property the State owns. The University educates many poor boys, who, otherwise, could not get an education. The University costs the State very little, and the average tax-payer contributes less than four cents a year to its support. The University is the head of the public school system and is essential to a complete system. The University is non-partisan, non-sectarian and is essential to the State. State aid is a necessity. Shall the University go forward or backward?"

The plumed and groomed and well-armed knight was victorious. And it was a great victory. The existing appropriation was not only continued but was increased by $10,000, a munificent sum in those days when college board was $8.00 a month. For such a time as this had he come to the Kingdom! In the heart of every University man I would have graven the words "Our Alma Mater, fathered by Battle, saved by Winston!"

The Winston era was marked by the widening of the service of the University to the State. One of his epigrams, coined in the high flight of eloquence was: "The University is the State." The Summer School of Geology began its work at King's Mountain under Prof. Collier Cobb. The Summer School of Biology was opened at Beaufort, N. C., under Prof. H. V. Wilson. The Summer School at Chapel Hill re-opened in 1894 under the superintendency of Prof. E. A. Alderman, Dr. Winston himself being one of the faculty. As president of the University he taught political and social science. The Summer School of Law continued its splendid work under the able direction of the Hon. John Manning.

The vigorous mind and the moulding hand of Winston also set about internal improvements in the University's life. Three new departments were added: History, Biology, and Education (then called Pedagogics). Advanced instruction in one or more courses was offered in every department. The elective system was extended to cover two fifths of the Sophomore year, one-half of the Junior, and all the Senior. The gratuity system of absence from class and chapel without being called to account, with extra academic credit for not taking "grats" was initiated.

The Clubs and University activities, some old, some new, making the Hill a scientific, aesthetic, and religious center included the Elisha Mitchell Scientific Society (1883), the North Carolina Historical Society, The Shakespeare Club, The Philological Club, the Y. M. C. A., the Blackstone Club, The University Press, two weekly papers, the *University Magazine,* the *Alumni Quarterly* (1894), the Hellenian, and the Glee Club (1891). There were also a co-operative store and many student boarding clubs, accommodating about one third of the student body.

The $10,000 extra appropriation for repairs to buildings was used partly for the University's first Infirmary, and for sanitary arrangements installed in the basement of the old Library, after which the University student could take a shower bath, to the considerable relief of our water carriers from the central well, the faithful Wilkes Caldwell and Bill McDade. At the Centennial Commencement of 1895 subscription began for the Alumni Hall, Dr. Winston dramatically announcing at the Alumni dinner, whose regular program was being interrupted, "This is not a ten minute crowd."

Then too dawned the day of inter-collegiate athletics, of which when properly regulated the President was a staunch friend. When town and gown combined to extend a kingly welcome to Captain Mike Hoke's championship football team of the South, President Winston rode in the leading carriage, drawn by students from the station to the campus. Of athletics he wrote with his characteristic graphic grace: "The college Hercules of today scorns to carry off city gates or to lug bullocks into third-story recitation rooms. His glory is in the ball ground. He weighs himself in the athletic scales, goes on the

ball grounds, and in ninety minutes works off two to eight pounds of vice, idleness, and corruption, commonly known as fat. For University athletes of today to amuse themselves as did the muscular students of a generation ago would be as impossible as for lion hunters to run rabbits or to call doodle-bugs. It would be dishonest not to say that the greatest force in the University of today contributing to sobriety, manliness, healthfulness, and morality generally, is athletics."

Some of the toughest problems he ever faced were connected with the moral aspects of athletics.

Two recurrent matters in University life have been the fraternity question and morale and discipline. Both gave trouble, lots of it, during the Winston administration. In the one case he reached the working basis that no Freshman should join fraternities. In the other espionage was abolished and discipline was placed by the trustees in the hands of the President. No absence from the Hill was permitted except with the written consent of the President. Deposits of $2.00 annually for damage to rooms was required. Students must not have pistols. Students on probation could have no gratuities, nor leave the Hill, nor take part in match games, or musical concerts. The freer sort of student mind thought the President was an authoritarian, and once there was a revolt, the college awaking to find every seat in Chapel daubed with red paint, and printed in large red letters over the two entrance doors of Gerrard Hall the words: "Wince's Military Academy." Those letters were discernible to the initiated eye for years afterwards. But even those who did not agree with his judgment as a disciplinarian had to respect his motives as a moralist. He once said to me: "The Y. M. C. A. is the most democratic body in the University"; this he said because the "Y" was self-reliant, respecting no class, serving all.

Such in brief outline was the administration of the Great Doer. Mrs. Spencer, who received her honorary LL.D. at the Centennial Commencement in 1895, the first woman to be so honored by the University, characterized him as "keen, active and full of energy, well accomplished, armed at all points and afraid of nobody, generous, public spirited, and liberal to a fault." A North Carolina mother who had a son at the Uni-

sity during his administration writes me of "the great, honored and noble Winston who brought the loved old University up through as tough trials as she had ever known, and heart-breaking scarcity of means."

And to me, son of that mother, son of the University, son of North Carolina, the current of whose life was changed because a great University President spoke to me as a lad on the train, the grand leader writes under the date of June 1st, with the same old touch of vigor and of grace: "Were I five years younger, I would join you in your trip to North Carolina and the University. How we would rejoice together over the rejuvenescence of the Old North State! What wonderful strides she is making in education and industry. The University has grown almost beyond recognition, but the *old spirit* still animates its life. *Esto perpetua!*"

And let every proud son of the University know as he walks the highways of the world in freedom and in effective love that a part of the very spirit of him, imbibed here, is the communicated flame of George Tayloe Winston.

THE ADMINISTRATION OF PRESIDENT ALDERMAN

By Benjamin Benson Lane, '99
Superintendent of Schools, Crescent City, Florida

Dr. Horne has written for parents, and for those who are supposed sometimes to stand in place of parents, us teachers, a delightfully illuminating volume, in which he develops in an interesting and scholarly way this thesis: "Man is the product of three factors, heredity, environment, will."

If by heredity we take into account and include all the matchless qualities of heart and brain and courage of the Scotch-Irish and Anglo-Saxon ancestry of the men who won this middle section of North Carolina from primeval wilderness and savage—all of that pioneer idealism with which they planted this institution here, and gave it a living, breathing, imperishable soul that infuses itself into and wraps itself about all of a man's life when he once comes under its fine influence; and

If by environment we mean not only all this lavish nobility of hill and stream and yet primeval forest, but also the deeds and achievements of the men of our mother State as this University grew, and as it passed through the fires of a war that burned out all but the memory of that heredity and its unforgetable spirit—

Then, it seems to me, we can apply Dr. Horne's philosophy of man-making to the making of the University of North Carolina, and expect to find somewhere in our Alma Mater's history the unquestioned functioning of that third element in the trinity, the element of the Will and the Spirit.

Dr. Battle, it seems to me, found here a new-born child,—reborn we may say, and Dr. Pell has told us, in his inimitable way, how the University, brought again to life, was nurtured and protected during her second youth.

We have heard from Dr. Horne himself a masterly account of how George T. Winston fought the enemies of the University, those who with dagger or poisoned tongue sought her life—fought them manfully, courageously, continually and in every battle won a victory.

And all the while the University grew. While about her and outside of her men disputed up and down the State as to how far the State had a right to educate her youth, here at Chapel Hill the influence of our heritage moulded the youth of the old Scotch-Irish and Anglo-Saxon strains who were fortunate enough to come here into loyal and efficient sons, and the University made her own response and developed her own resources as far as was possible in the environment of mingled conflict and dispute and loyalty in which she lived.

When Winston left us in June, 1896, it seemed that our Second Battle of the Marne was on, and where should we turn? How well I remember that day of summer when the word went out that a new president had been chosen and that from now on the University would fight on the offensive!

I do not think I am carrying that analogy too far. Edwin Anderson Alderman was elected president of the University of North Carolina, August 1, 1896. Immediately he began to do two things:

First. Reveal to the University itself, to its teaching force and its students, from Senior down to Freshman (I myself was a Sophomore then, and I well remember the impression I received), what was the real purpose of the University,—and forceful, dynamic and compelling was the way he put this truth —that the University of North Carolina was "primarily a place of learning where truth must be conserved, discovered and disseminated," where a love for truth must be the vital thing, and contempt for sham a fire to burn up all but the truth.

Second. He believed and taught that "the University must draw closer to the people without its walls in order to guide and strengthern its life in technical and spiritual and all formative ways."

In other words, he took the battle out into the State and fought a new offensive with new weapons. The Spirit and the Will of the University, that real self of hers that made her what she was went out in the person of Alderman, himself a son and product of the University, and revealed herself to Carolinians everywhere. In the vigorous idiom of to-day, Alderman "sold" the University to North Carolina.

And he did it through a high type of service that gave the Spirit and the Will of the institution the opportunity to function more intensely here on the Hill, and at the same time more widely throughout the State.

On January 27, 1897, his inauguration was held over there in Gerrard Hall. The legislature had been invited to come in a body. It came. Also, the Governor, the Lieutenant-Governor and others prominent in the life of this State. Many distinguished men from other universities were here, among them Nicholas Murray Butler from Columbia.

To them and to the student body, President Alderman interpreted the service the University was rendering the State, "pouring into it a steady stream of generous-minded, capable men who have a sense of public duty and multiply their influence a thousand fold."

He emphasized the University's duty to the people, and in that emphasis laid the foundation for the excellent system of University extension whereby it touches so closely today the life of the sturdy mountaineer in the Alleghanies and the lonely fisherman down in Pamlico Sound near the treacherous seas of Hatteras.

He urged opening the University's postgraduate courses to women, and did later extend to them the opportunities of the senior class.

He compared the appropriations asked for from our legislature with those given by the great states in the Mississippi Valley to their universities. He specifically outlined particular and immediate needs and showed the legislature how meeting these would enable the University to serve the State.

Then he emphasized the relation of the University to the public schools and told again to the solons of our State the deathless record of the men whose names are carved on the tablets in Memorial Hall, and lastly urged upon them to "lift the University out of the region of passion and jealousy and vicissitude and give it that sense of security and that air of hope which would multiply and quicken its energies."

"The University," he cried, "is the people's school." And that word by tongue and pen he burned into the hearts of all Carolinians.

Well he knew, and well he made North Carolina know, that the schools of a State are never any better than the people want them to be. He was the prophet, the truth-teller who was to tell to North Carolinians from Currituck to Cherokee what they had in the University and what they could make of it.

Did they hear him?

Here is the list of things that were done for the University with Alderman leading on from our second Marne through Chatteau Thierry and the Argonne Forest—on toward the final victory that has come with Venable and Graham and Chase.

Alderman's administration covered four years. In a day when money grants were beggarly he left Carolina with a larger income, a larger number of students, and a larger number of teachers than she had ever had before. Two new buildings were put up, the Alumni Building and the Carr Building. The new athletic field out yonder was planned and work on it begun.

The department of Pharmacy was established, with Professor Vernon Howell in charge. Also, the department of Education with Professor Noble at the head. The Summer School was brought into closer touch with the State, and strengthened and enlarged in teaching force and number of students. University Extension was inaugurated here and emphasized.

The essential unity of the educational process was, from the opening day of his administration until its close, preached and pleaded for throughout the State. Education was the State's business from the day a child first began school until the day when Gore and Venable and Cobb and Wilson, Hume and Harrington and Alexander and Toy, M. C. S. Noble and Horace Williams should send him out fitted and ready, so that there burned high in his heart the flame of service for his God and his State and his fellowmen.

It was Alderman's privilege, too, to sweep into the sea forever, I hope, all the strife between the church schools and those supported by the State.

Upon his initiative, as I have said, women were for the first time admitted to the University.

The ideal of student self-government was emphasized anew, and thanks to that ideal of his, four members of the class of

1899 (myself among them) were allowed to continue in the University after Professor Harrington had caught us in a Freshman's room underneath his office.

Four young men were chosen by him for assistants in the University, Edward Kidder Graham, Archibald Henderson, Thomas J. Wilson, and William Stanley Bernard. When these young men are given credit for their noble work for their Alma Mater, remember that it was Alderman who picked them to help build Carolina.

Every two years he fought here, or at Raleigh, legislative battles of great insistence—a thing not necessary today, for with the legislature full of our own alumni, any legislation calculated to build up the University is easily swept through.

In athletics he always had a vivid interest, and due to that interest athletics while he was here had the opportunity to develop in a marked way, and wisely and handsomely turned toward a finer ethics.

For four most active years did Edwin Anderson Alderman pour into the life of the University the best he "had to give of body, of mind, and of spirit," and daily he "thanked God he had the opportunity so to do."

Details as to what he did lift themselves in the memories of all of you who then were here. As we think of him together to each of us comes some recollection that brings to us vividly now the vitality and the inspiration of his service and his leadership.

He caught into his own heart the deep democratic spirit that lived in the heart of this institution and never did he let the boys of the State forget it, and when he left to go to the presidency of Tulane University in New Orleans he held high before them again the ideals he had done so much to strengthen and deepen here. Upon them, it seems to me, the greatness of our Alma Mater in the years since has been largly builded.

In June, 1900, he said farewell to us. I had just come back to the Hill to be at the death-bed of my father. Those of you who heard that farewell may possibly remember something of his analysis of the distinctive traits of institutional character that marked our life:

1. "The University's freedom from academic aloofness," and its sensitiveness to opportunities for service. How it draws its life from the plain people of the State and sent their sons back to them as representatives of that "true aristocracy of republics, character enriched by learning."

2. That "the University had managed to accomplish greater results on smaller means than any other American institution." It was maintaining a continuous session, a summer school for teachers, and women had been admitted to senior and post-graduate courses.

3. "The spirit of freedom and toleration and equality in its life." Those of us who were here then know how that spirit had grown in four years, and that it has had an effect out in the State. In that address Dr. Alderman said that he had "seen men fight in unity of purpose for this place who did not agree with each other on any other public question in heaven above or on the earth beneath, and some of whom could not agree with themselves for long."

He claimed no credit for that achievement, but many of us know that to a large extent this condition existed in North Carolina because he had helped make the University loved by all warm-hearted Tar Heels.

4. "The passionate but disorganized affection of its alumni." How he urged organization! He set the eyes of the State upon the vision here of a great University for the future, instead of a small college, and to make that dream come true alumni began to organize more widely and more effectively until today throughout the South, at least, there is no institution whose alumni are better organized. Only last Thursday the Dean of one of Florida's great state colleges, The College for Women at Tallahassee, spoke to me of the "marvelously effective work Carolina's alumni have done."

Let me quote again from Dr. Alderman's farewell address—I feel that in no better way can his work be interpreted. Urging alumni always to hold before the State what the University might some day come to mean, he told us that, "Whenever a true conception of what a real University is gets into the bone and marrow of North Carolina, this institution will have the finest chance in America to realize its ideals."

Then he went on to urge again, as he had so repeatedly urged it before the people, the unity of the educational process from kindergarten through the public schools, the high school and the University. He called again to the attention of all the need of a good public school system as supreme, and insisted that the University was as much a part of that system as the log school house. North Carolina had, during his administration, realized this idea, but Alderman could not let the insistence of it die. "The University," he said, "is the dynamo—the public school the incandescent light."

He urged at that time an annual appropriation from the State of $50,000 a year. What a pitiful amount compared with the needs of today! But making that need axiomatic in the mind and heart of North Carolinians has opened the door of opportunity for all that since has come. To secure this, he urged that the alumni organize in a scientific, business-like way, demanding what is right and getting it, and opening their own purses for the good of Alma Mater. And to make the best use of all that alumni and the State might do, he urged a continually broadening and more effective scheme of administration than he had yet been able to introduce.

Alderman's vision was, indeed, always progressive, and when he left, he opened vistas that others might see a higher goal and walk toward it if they would.

At Commencement, 1912, he came back here. Burning in his heart and brain were some of the truths upon which he builded while president here. It was still his idea that the University "should draw close to the life of the people, not to popularize itself cheaply, but to enrich and strengthen the lives of the people." "No cry for guidance in its complex development," he said, "should ever come out of any state which is not met with immediate answer by its state university or its group of higher educational institutions." "The university is to become the great specialist of society," but "within its own walls the task of a great university is to set standards and to make men."

How like are these statements to the things he had burned into the Carolina lads morning after morning over there in

Gerrard Hall! No wonder that the men here who came to believe more deeply in them have never "lowered the flag of idealism over these ancient citadels of the spirit!"

In a brief, inadequate way, I have tried to interpret to you as best I could the meaning to Carolina of the administration of Edwin Anderson Alderman. I have found it necessary to quote often from some of his great addresses. And I think these have shown that it was truly in the realm of the Will and the Spirit, deciding how Carolina's heredity should function, and in modifying her environment, that Alderman's great work lay. Of course, he did not do it all, and those who have come after him have builded better than those of us who were here as boys during Alderman's administration could ever dream.

Perhaps, those of you who have been here since 1900 may think I have given his administration too high a place. But to those of us who have come from afar and see things as they have come to be and did not see them in the making, because we left a quarter of a century ago, and to those of you who rubbed elbows with us here in Alderman's day and have never left the Old North State, it seems true indeed, I know, that Carolina owes to none of her presidents more than to Edwin Anderson Alderman. And I believe that you will agree with me fully in this, that never has the sound of his voice been stilled in this State of ours, and that always there will live in the hearts and minds and souls of Carolinians those eternal truths he held before them, and upon which are builded the love, the loyalty, the devotion from which the University of North Carolina will ever draw her sustenance and her strength.

THE ADMINISTRATION OF PRESIDENT VENABLE

By Frank P. Graham, '09
Associate Professor of History, in the University of North Carolina

I have the happy honor to speak tonight for the administration of a man who grew to manhood amid the scenes of a devastated South to whose rebuilding Francis Preston Venable vowed his youthful vow of a dedicated life. Something of the sensitive idealism of the Old South and something of the poverty and dauntless struggle of the new South went over into the staunch fibre of his character. Qualities fashioned against a background of high tradition and in circumstances of a broken civilization rising from its ruins, qualities of hard work, patient thinking, quiet sincerity and simple dignity characterize his life as a man and run through his career as chemist, teacher and president.

A chemist, trained to the best in scientific ideas and methodology that America and Europe had to give, he chose the way of slow research rather than the quick returns of commerce and industry. His books, his contributions to scientific journals, his laboratory devices, his hitting upon the commercial process of making acetylene gas and his work in the atomic weight of zirconium, placed him in the forefront of American chemists and won him high place as president of the American Chemical Society, as member of the advisory committee of the chemical warfare service during the war, and as one of the counsellors of the American Chemical Society.

Science in America has claimed him as one of her foremost chemists, but we claim him tonight as teacher, president, citizen and friend. Bringing his vigor and training to Chapel Hill, in her days of greatest need he builded here on as much of the scientific tradition as had survived the shock of war and the blight of reconstruction. With Professors Holmes, Graves and Phillips he founded the Elisha Mitchell Scientific Society, one of the oldest of American College Scientific Societies and stimulus of productive research in the South. Professor Venable took the meagre scientific resources at hand and built up a department of chemistry in himself. As department head or as president,

he entlisted in the department such distinguished chemists as Baskerville, Herty, Davis, Mills, Wheeler, Bell and others, whose work participated in and whose names testify to the strength of the department. Chemists trained in this department, on account of their thoroughness in observation, their care in generalization, and yet their initiative in hypothesis and experimentation, became in demand in the scientific and industrial centers of the nation. In this solid way Professor Venable built up one of the great departments of chemistry in the nation.

From the administration of a great department he was called to the administration of the whole University. His presidency in its various aspects of state support, executive economy, academic standards, student ideals, and scientific spirit, was notable in all and pre-eminent in the last. Throughout it all he maintained the policy that the University should primarily be supported by the State. Not so much by popular appeal as by the very soundness of his program and the absolute integrity of his facts and figures, as he set forth the needs of a growing University in a growing public school system, state appropriations for maintenance grew from $25,000 in 1900, the lowest of Southern state universities, to $95,000 in 1914; buildings from all sources increased from 11 in 1900 to 22 in 1914, the student body from 512 to 886, and the faculty from 35 to 61.

Even more remarkable than this material growth was the wisdom and economy of its financial administration. President Venable installed an accounting system and required a statement of the University's financial standing on his desk every morning. What those scant figures took of his life it is not for us to know in these days. I remember as a small boy hearing my brother David, who, as a student, was President Venable's private secretary, say that the President always kept his desk clean with day to day punctuality. He had to make one dollar do the work of four as he added to all departments, increased laboratory facilities, raised standards and held on to his faculty against heavy odds.

Throughout that struggle, academic standards were raised and maintained at a high level. As he himself expressed it in the annual report of 1909: "I have made soundness and thoroughness the keynote of the institution," by his ideas of soundness

and thoroughness, by his constant example of hard work, and by a certain high sternness of purpose that was unbending to all lesser claims, he got his ideals over to the student mind. I remember as a student one of the times when he took his stand as chairman of the athletic committee and declared ineligible the catcher of the baseball team. The college rocked with protest but President Venable stood his ground and a likely championship team without the championship catcher went down to defeat. Yet University men in reminiscent reflection would rather have such a tradition of defeat than all the Southern championships. Dr. Venable would sign his name to notes in support of athletics, but he was as hard as flint against any lowering of athletic standards.

To University men, Venable, the man, means genuineness, soundness, thoroughness, scholarship, character. In the history of education in the South, Venable, the President, means the rise of science to a place of co-eminence with the humanities. At a time when Southern education was still under the dominance of the classicial tradition, the University of North Carolina, under the guidance of a preëminent chemist, took unquestioned leadership in laboratory equipment, productive scholarship, and the scientific spirit. To understand the full significance of the Venable administration, we would have not only to review the history of the University and the State to find his place therein and not only to make a comparative study of contemporary university education in the South and the nation to find his place therein, but we would also need to trace the rise of science at Chapel Hill against the larger historical background of the transitions of western culture from its successive devotions to medieval scholasticism, the humanism of the renaissance, the natural sciences since the seventeenth century, and the social sciences of today. The history of the University of North Carolina has epitomized the succession of these culture epochs and President Venable has gathered in himself one of the greatest of these periods. He was the creative symbol of his distinguished colleagues in science who joined with him in making decisive the transition into a modern scientific university.

As we are having pass in review tonight, in words of their spokesmen, the five administrations since the Civil War, we find elements common to all and something distinctive about each. President Battle in days of despair had the faith and the affection to raise the old University from the wreckage of reconstruction and lead her into the way of life again. President Winston took the field against religious intolerance and militantly drew the lines in a conflict whose issues involved the place of church and state in the commonwealth. President Alderman coming up through the public schools brought to the presidency a vision of the place of Education in a democracy. He was the evangel of a new gospel of education and became the interpreter of a great tradition and the prophet of the new University whose recent fulfillment here has touched his tongue with the new fires of an old eloquence.

The coming of Venable, by virtue of accumulations from the past and by fact of preëminent concentration in himself, marked out a distinctive era in University history and advanced the University's leadership in the natural sciences in the contemporary South, a scientific leadership signalized in the Venable administration and held to this hour of the administration of President Chase.

The leadership in the natural sciences, convergent in and advanced by the Venable administration, was a necessary foundation for the leadership in the social sciences, projected by his successor and advanced to such high fruition by the present leader who has spoken for himself this morning in behalf of an administration that already in clear tones speaks for itself—an administration that has added to the Venable regime of Southern preëminence in the natural sciences the Chase regime of Southern preëminence in the social sciences. Not only were the natural sciences of the Venable regime a foundation for the rise to recognition and influence of the social sciences, but the soundness and thoroughness of the work inside the University was a necessary foundation for the program of extension outside the University, which, in a newly committed and enlarged way, was to extend the campus to the commonwealth and to take the University to the people. I wish there might be here now to speak his tribute to

the Venable administration the man who knew it well—the man, who, in the work made real by Wilson and Branson, focussed in himself a great transition and symbolized in the minds of the people a new epoch in the relation of the people to the University. He stood upon President Venable's work, drew upon it and carried it to the people whose imagination and affection he caught. The University, which he carried to the people, the people, in these recent months, returned a hundred fold to this place: a justification of a venture and a faith in democracy that is without a parallel in the whole history of education in America. For such a venture to come through, there had to be something worth carrying. President Venable in dark days and fair had labored mightily to build here a life that was sound and thorough and worth something to those who came for it and worth something to those to whom it was sent. That he put himself into this treasure-house needs no word of mine to vouchsafe. Long before his time to be gathered to his fathers, he has been gathered in these buildings and in the lives of her sons throughout the world.

Those who would appraise President Venable's part in our history must take account of the following facts: That in his administration the State completely built here its first building out of state funds, the forerunner of the score of buildings the State has built the score of years since; that the Elisha Mitchell Scientific Society which he co-founded, the research and productive scholarship which he promoted, and the Phi Beta Kappa Society installed in his administration, were among the weightiest credentials which recently admitted the University into the select circle of American Universities; that in times of stress and misunderstanding he stood like a rock against the storms that beat about him, quiet and unmovable, as he put standards of work and honor above the clamor for victory; that his efforts to supply the needs of an expanding student body, raise standards, lay the foundations for Southern leadership, and make both ends meet, all at the same time on meagre resources, is one of the finest traditions of this place; that he was one of the leaders on whom pivoted the turn of the scientific era in the South; that the chemistry department which he developed here takes on

enlarged meaning now, in view of the new significance of the chemistry of coal, the chemistry of oil and the electro-chemistry of water power conversion, as we stand in the midst of the realignment of the industrial civilization of the South. If I mistake not the meaning of things yet in the womb of time, history must write him as one of the makers of the risen South, and this scientific center, which he did so much to develop, as a focal point of a new civilization.

In modest recognition of his relation to chemistry here and of the relation of science here to the making of the present South, it could not be presumption on any prerogative to suggest a thing so natural as to be inevitable, that the new chemistry building be named Venable Hall.

After all, Mr. President, it is a matter of supererogation to speak the achievements of Francis Preston Venable in the living midst of these achievements. It is needful for ourselves lest we forget those who bore the heat of the day, made brick without straw, and withstood the buffets of sterner times. He needs only to stand in the shadow of these buildings, to move about these laboratories, to walk the paths of flowers where once the swamp lands were, and to see the rise of buildings today where once the forest grew, to see himself projected in brick and concrete and feel himself treasured in human memory for endless generations of University men.

Whether he watches the glow of the test tube or the setting sun, or bends over his roses, or tells a story of his youngest born, or sits in the church of his fathers, it is the wish of University men that the familiar scenes of this place daily yield their pleasantness to him, that the faces about him make glad his way with their affection, and the University, to which he has completely given his life, treasure that life for a life beyond his own.